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ABSTRACT

TAPE, Theory and Practicum--Elementary, was founded on the assumption that the integration of theory and practice is vital to a preservice education program. This is a 24-semester-hour, field-based, preservice teacher training option of the Elementary Education program at Texas Tech University. Integrated with a student teaching component, it affords students the option of participating in a totally field-based, preservice teacher preparation program. TAPE I--the first 12-semester-hour cycle of the two semester program sequence, is organized around four education courses: Educational Psychology, Reading, Children's Literature, and Science. Upon completion of TAPE I, field-based students move into the second 12-semester-hour cycle. TAPE II is organized around Language Arts, Social Studies, Mathematics, and the Child and the Curriculum. This program is structured so that preservice students move gradually into teaching and working with children. Their first experiences are controlled, low-ratio, teaching experiences that typically involve only two or three pupils in TAPE I, and that may involve six to eight or more pupils during the controlled teaching portion of TAPE II. This practicum portion of the program provides an introduction to teaching in small groups and gives students an opportunity to directly apply learned theory in a classroom situation. Lesson plans, a major emphasis in the TAPE program, test students' abilities to plan learning experiences for children and act as vehicles for correlating and integrating various content areas. Feedback on instructional performance takes the form of self-reflection, peer evaluation, and instructor feedback. (JD)

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TAPE - A FIELD-BASED PROGRAM FOR GRADUATE-UNDERGRADUATE PROFESSIONAL PREPARATION

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TAPE--A FIELD-BASED PROGRAM FOR GRADUATE-UNDERGRADUATE PROFESSIONAL PREPARATION

I. Summary

The TAPE program is a 24-semester-hour, field-based, preservice teacher training option of the Elementary Education program at Texas Tech University. Integrated with a student teaching component, it affords students the option of participating in a totally field-based, preservice teacher preparation program.

TAPE, the acronym for Theory and Practicum--Elementary, was founded on the assumption that the integration of theory and practice is vital to a preservice program. TAPE I, the first twelve-semester-hour cycle of the three semester, field-based program sequence, is organized around four education courses: Educational Psychology, Reading, Children's Literature, and Science. Upon completion of TAPE I, students move into TAPE II, the second twelve-semester-hour cycle. TAPE II is also organized around four courses: Language Arts, Social Studies, Mathematics, and The Child and the Curriculum. Although the TAPE program would appear to be a methods block from this description, which it was at its inception, subsequent program development has yielded sufficient integration that the courses have lost much of their previous identities.

The TAPE program is team planned, team taught, and incorporates undergraduate, graduate, and inservice components. Instruction is correlated and integrated, both in terms of the students' learning experiences and in terms of the planning and teaching that TAPE students do with elementary pupils. The program focuses on process skills,

particularly as they crosscut the various content areas. The TAPE program is also notable in that no additional resources, either internal or external, are required.

II. Comprehensive Explanation and Analysis of Program

A. Description and Development of the Program

The TAPE program is a 24-semester-hour, field-based, undergraduate preservice teacher training option of the Elementary Education Program at Texas Tech University. Integrated with a 6-semester-hour student teaching component, it affords students the option of participating in a totally field-based, preservice teacher preparation program.

TAPE, the acronym for Theory and Practicum--Elementary, was founded on the assumption that the integration of theory and practice were vital to a preservice teacher preparation program. TAPE I, the first 12-semester-hour cycle of the two semester, field-based program sequence, is organized around four education courses: Educational Psychology, Reading, Children's Literature, and Science. Upon completion of TAPE I, field-based students move into TAPE II, the second 12-semester-hour cycle. TAPE II is organized around four courses also: Language Arts, Social Studies, Mathematics, and The Child and the Curriculum. Although the TAPE program would appear to be a methods block from this description, which indeed it was at its inception, subsequent program development has resulted in sufficient integration such that these courses have lost much of their former identities; in many respects they are retained

as a matter of administrative convenience. As an additional consequence, it has been possible to build into the TAPE program components such as interaction analysis, modified clinical observation cycles, and questioning strategies that are not always found in campus-based training programs.

The TAPE program was created in 1971 when four faculty members fused their respective methods courses into a single, 12-semester-hour methods block. Their intent was to provide a field-based alternative to the existing elementary program, one that simultaneously provides opportunities for preservice students to work with pupils within controlled settings, to make preservice experience relevant, and to improve the pre-student teaching experience. Despite the delays and trauma that often accompany the initiation of field-based programs, the initial effort with 30 preservice students proved successful enough that a second section of TAPE was created in the fall of 1972, thereby doubling the number of students who could participate in the field-based program.

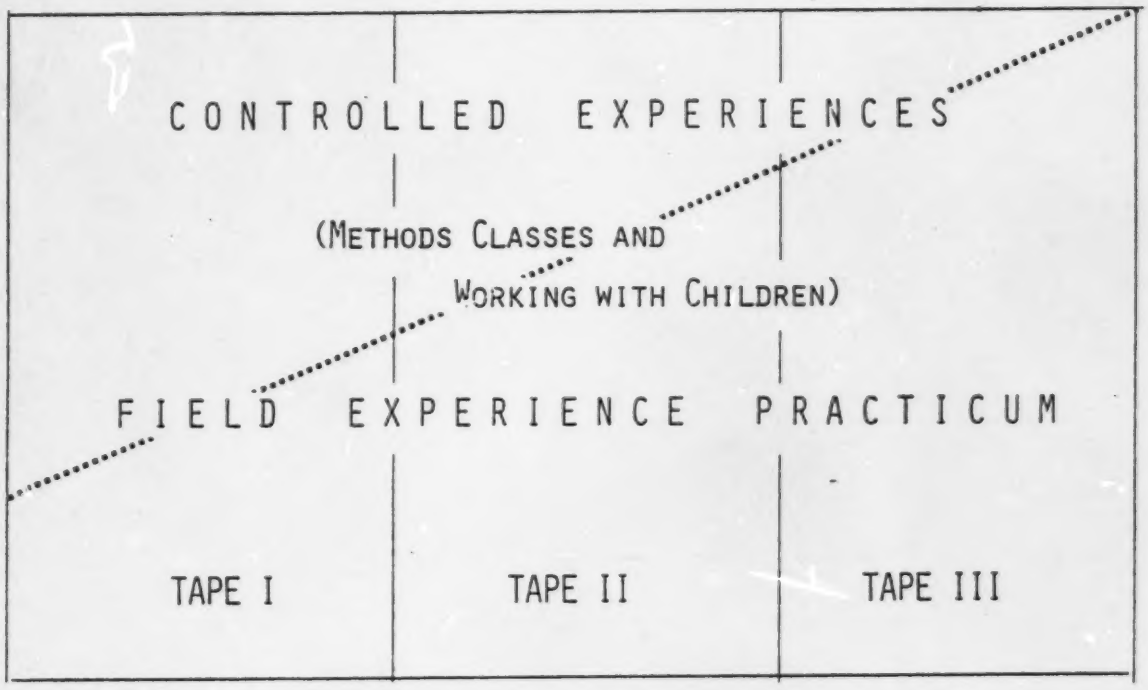
Based in part on a cordial reception from public school personnel, enthusiastic responses from TAPE students, and the desire among some faculty members to further expand the field-based program, yet another section of TAPE was created. This section, called TAPE I, was designed to precede the existing sections of the field-based program, and the existing sections were then referred to as TAPE II. Subsequently, a section of

student teaching was modified to accommodate TAPE students who had already faced many of the experiences normally encountered in student teaching, and it became known as TAPE III.

To imply that the evolution of the TAPE program--beginning in the middle, so to speak, and working toward either end--occurred by design would be inaccurate. True, a large part of the program development was by design, and some portion was dictated by the limits of feasibility. Quite frankly, however, development of the TAPE program was abetted by the way in which students and public school officials received the program, and at other times was a fortuitous circumstance. It was almost a year after faculty members began working with their respective sections of TAPE, for example, that the two teams came together to form one, thereby establishing a coordinated, two-semester TAPE I-II experience. By early 1975 the field-based faculty had gradually evolved into an instructional team that accurately reflects the way in which "team" is used in the literature. Much of the program refinement and development has occurred since that time. Thus, from four individual methods courses taught in one semester, the TAPE program has evolved into a two-semester, totally field-based, pre-student-teaching experience--that is both team planned and team taught--and that is followed by a coordinated, one-semester, student teaching experience.

The TAPE program is structured so that preservice students move gradually into teaching and working with children. (See Figure 1.) Their first experiences are controlled, low-ratio

Figure 1--Rate of Field Experience Practicum



teaching experiences that typically involve only two or three pupils in Tape I, and which may involve six to eight (or as many as ten) pupils during the controlled teaching portion of TAPE II. (See Figure 2.) This component of the program, the practicum portion, provides an introduction to teaching in small groups. More importantly, however, the knowledge that TAPE students will be expected to demonstrate and apply the "theory" being dealt with in the directed instruction portion of the program adds an element of relevance so notably absent in most campus-based coursework.

A second dimension of the practicum portion of the program has students working one day a week with a classroom teacher in public school classrooms.

Figure 2

TAPE Program (Theory and Practicum-Elementary)

College of Education, Texas Tech University

Three Semester Sequence of Planning, Controlled Teaching, Field Experiences, and Coursework Activities

	TAPE I (Semester I)	TAPE II (Semester II)	TAPE III (Semester III)
Preliminary Classwork (Two Weeks)	A. PLANNING Individual lesson plans for designated topics and/or skills. B. TEACHING Controlled teaching (low ratio) with small groups (2-3) of students. C. FIELD EXPERIENCE Assignment to a classroom teacher for field experience (on Fridays.) D. COURSEWORK: Reading Children's Literature Science Ed. Psychology	A. PLANNING Team planned lessons. (One partner teaches while the other observes the lesson. Then they switch roles for the re-teaching. B. TEACHING Controlled teaching with small groups of 6-8 students. C. FIELD EXPERIENCE Assignment to classroom Teacher on Fridays. D. Language Arts Social Studies Mathematics Child & Curriculum	A. PLANNING Individual planning with classroom teacher. B. TEACHING No controlled teaching. C. FIELD EXPERIENCE Begin 3 days/week (Wed., Thurs., Fri.) field experience with the classroom teacher.
			One-half day student teaching.

In the final segment of TAPE II this practicum experience expands to three days per week and typically involves whole-group instructional experiences.

The emphasis and goals of the TAPE program have also evolved from a relatively structured subject matter orientation to one that emphasizes both the processes and transfer of learning. This dimension is most evident in the methods instruction component where TAPE faculty model a process emphasis in their own instruction which stresses the similarity and the commonality of thinking (process) skills used by children and adults in subject areas such as math, science, reading, language arts, and social studies. In addition to the process emphasis the faculty also attempts to model sequenced and correlated approaches to instruction; that is, they seek to provide instruction for future teachers in the same manner that those prospective teachers will be expected to provide instruction to their pupils. Thus, for example, a science (methods) lesson that deals with the identification of patterns is followed by a structured language lesson that uses word patterns in the teaching of reading. The implementation dimensions of both lessons--in other words, the "how to" teach this--are taught to prospective teachers in a manner consistent with, but not limited to, the way in which they might teach those lessons to pupils. Patterning, like inferring and the other process skills, is further developed in mathematics, language arts, and social studies.

Logistics simply do not permit every TAPE student to demonstrate application of process skills in every subject area in the controlled

teaching portion of the program. They are, however, asked to indicate possible extensions and follow-up in other subjects on their lesson plans. The lesson plans themselves represent a major emphasis in the TAPE program; they are, at once, evidence of the TAPE students' abilities to plan learning experiences for children as well as vehicles for correlating and integrating various content areas. Procedurally lesson plans follow a 13-category format and each is critiqued in terms of pre-established criteria prior to that lesson being taught.

In addition to feedback on the lesson plan itself, additional feedback is provided after the lesson is taught. The feedback on instructional performance takes three distinct forms; namely, self-reflection, peer evaluation, and instructor feedback. To stimulate self-reflection, TAPE students respond to five questions in order to evaluate their teaching and their lesson plans. The questions are similar to, "If you were to do this lesson over again (which they do in the teach-reteach format), what would you do differently?", etc. Peer evaluation takes place primarily in TAPE II, where students are teamed for planning and instruction, and where one member of the team observes the lesson while the other teaches. The peer evaluation process is probably best described as a modified observation cycle. The third phase of feedback--that from the instructor(s) who observed the lesson being taught--occurs in one of two ways: one, in a large-group setting where ideas, experiences and problems of a general nature are shared and discussed; or, two, in a smaller, more informal setting patterned after the advisee group concept found in I.G.E.

Each TAPE student selects one of the instructors or program associates as an advisor, and thus becomes a member of that on-going advisee group.

In order to provide the widest possible range of teaching experience, each section of TAPE is assigned to two elementary schools, both of which reflect different socio-economic and culturally different student populations. Typically, this necessitates adjustments in lesson plans, particularly for teach-reteach controlled teaching experiences (see Appendix A) where the same, or adjusted, lessons are taught twice, once each to groups of students from different schools. A second type of controlled teaching experience--the continuation lesson--involves the same group of pupils over a period of two or more days.

Recently, it has become possible to integrate both graduate and inservice training components into what began as an undergraduate, preservice program. Beginning in the spring of 1977, graduate students in supervision receive part of their supervisory training in the TAPE program. These supervisory interns typically observe instruction and provide feedback to TAPE students, usually following a clinical supervision format. Upon request of the TAPE students, the supervisory interns also engage in a more in-depth, supervisory experience. Similarly, but not new to the program, are doctoral students who associate themselves with the TAPE program and become a part of the planning/instructional team thus fulfulling internship requirements. It can be noted that graduate student, as well as faculty, involvement in the TAPE program is wholly voluntary.

The inservice component of TAPE takes two forms--formal and informal. As part of the arrangement with the Lubbock Public Schools, TAPE faculty agree to provide formal inservice programs at the request of participating classroom teachers. Informal inservice occurs as a result of classroom teachers observing controlled teaching experiences or in the course of assisting TAPE students during their field experience. In one admittedly unique example, a TAPE student was requested by classroom teachers to lead an inservice session for an entire grade level. This lesson dealt with a variety of approaches to reading that might be used in mainstreaming special education students. More typically, informal inservice is provided by TAPE faculty on a one-to-one basis.

Coordination and management of the TAPE program is carried out through the TAPE Council, a planning team composed of four faculty members, two student representatives--one each from TAPE I and TAPE II--and the graduate or doctoral interns associated with the program. Elected student representatives are full members of the council and participate in all phases of the weekly meeting, including the inservice which typically relates to elements of Individually Guided Education (IGE) and team planning.

From its inception, the TAPE program has been developmental, both in its approach to instruction, and in the program's evolution. The program, field-based faculty and the students are in a state of becoming. Each semester of the TAPE program has changed some from the semester that preceded it. By incorporating refinements and modifications, the formerly independent methods courses have been integrated

to the extent that TAPE students can actually experience a sequenced and correlated model of teaching. The immediate task ahead for the team lies in the development of a management system that promotes even greater correlation and integration than exists at present, and that facilitates more effective program evaluation.

B. Goals and Objectives

The goals and objectives of the TAPE I - TAPE II program are as follows:

1. To present an approach to teaching in which theory and practice are combined into a developmental process.
2. To provide controlled experiences in which preservice teachers can:
   a. Interact with elementary students in meaningful ways and which permit them to apply to a variety of instructional strategies;
   b. Identify and acquire the skills needed to manage classroom teaching/learning environments.
3. To model a developmental teaching process that crosscuts age levels and facilitates the transfer of learning in the content areas.
4. To involve students directly in dimensions of program development and teacher evaluation processes.
5. To develop specific process competencies in preservice teachers that will enable them to teach those competencies to elementary school children.

6. To provide a setting and experiences within which the preservice teachers can:
   a. Assess their suitability for teaching
   b. Develop confidence in their abilities as effective teachers
   c. Manifest a concern for the personal worth of individuals
   d. Feel secure in the roles essential for effective group participation and management
   e. Become cognizant of various learning environments, as well as the modes and media of instruction
   f. Formulate and clarify a personal philosophy of education
   g. Develop a commitment to the standards of ethical conduct
   h. Demonstrate their receptivity to educationally sound innovations in teaching
   i. Demonstrate a commitment to the development of a positive self concept, both for themselves as teachers and for their students
   j. Demonstrate a commitment to developing, maintaining and using human relations skills that are needed for building positive relationships with students, parents, colleagues, and supervisors.
7. To integrate undergraduate, graduate, and inservice training in field-based settings.
8. To provide preservice students with exposure and involvement in traditional and open classroom environments, as well as in a cross section of socio-economic, cultural settings and grade levels.

9. To demonstrate their knowledge of:
   a. The structure and content of the disciplines with which they will be working
   b. The structure of the elementary curriculum and the various processes of curriculum development.

C. Personnel Involved

Personnel currently connected with the TAPE I - TAPE II program include four faculty members, two doctoral students, and approximately sixty undergraduate students. Additional university personnel serve as auxiliary members of the team. Public school personnel who are directly involved include four principals, seven consultants, approximately 60 classroom teachers, and approximately 1200 pupils. Additional public school administrators and supervisors are also indirectly involved.

All field-based programs are reviewed by the South Plains Teacher Education Center Executive Board, which is composed of 18 members representing three institutions of higher education, three school districts, three professional education organizations and the College of Education at Texas Tech University.

D. Budget

No extraordinary or special funding is required for the TAPE program since it is an integral part of the teacher education program at Texas Tech. It is an alternative approach to teacher education and, as such, should be more easily replicated by other institutions than projects which require special funding.

E. Contributions to the Improvement of Teacher Education

The TAPE I - TAPE II instructional team feels that it is making some rather substantial contributions to the improvement of teacher education. One of the more notable contributions is the design for integrating and correlating subject matter areas that stress the processes of learning and the transfer of learning of a feasible, integrated undergraduate, graduate, and inservice training model in a field-based setting. Of significance also is the successful adoption and implementation of elements of the Individually Guided Education model at the college level.

F. Evaluation

It has been determined in several ways that the goals of the program are being met. In areas that are measurable, such as cognitive areas, tests are being administered to determine the students' proficiencies. In performance areas, field-based instructors' ratings, classroom teachers' ratings, and ultimately employing school district evaluations confirm that the students are meeting the established goals. The field-based program is designed to meet the goals, and the program is redesigned or restructured through team planning to make any necessary corrections. Further proof that the goals are being met come from student feedback about the program. In a recent study, 34 graduating field-based students were asked, "Would you opt to take the TAPE I - TAPE II program again?" Without exception, the answer was,"Yes." These students were also asked, "Would you

recommend the TAPE I - TAPE II program to a friend?" Again, without exception, the answer was, "Yes." Typically, three-fourths of the students in a TAPE section enroll upon the recommendation of former field-based students.

Other factors can be interpreted as indicators of program success and include the following:

....based on their previous experience with former TAPE students, some school districts give preference to TAPE graduates who are seeking positions;

....approximately three times as many students request the field-based program as can presently be accommodated in it;

....positive student reactions (in some cases, very positive) regarding their TAPE experience; and

....two accreditation agencies that singled out TAPE as an outstanding example of a field-based training program.

Although the TAPE program requires a great deal of time, particularly in terms of program coordination and management, the results appear to be worth that extra effort.

Both formal and informal program evaluation procedures are continuous. Several studies have examined various aspects of the program. One study compared the cognitive preparation of TAPE students and campus based students. Results of the study indicate no significant differences in levels of cognitive preparation between the two groups, despite the fact that significantly less class time is spent on the methods portion of the program in the

field-based setting than in the on-campus classes. Another study examined the affective changes between TAPE and on-campus students. While there were no significant differences reported between the two groups, it was revealed that the field-based students shifted from being more teacher centered on the pretest to being more child centered on the posttest. Yet another study compared 34 TAPE students with 32 non-TAPE graduating education students on both operational and content areas. On a self-rating instrument, TAPE students rated their preparation significantly higher ($P < .05$) for 14 of 43 items and higher for 28 of the remaining 29 items. A comparison of ratings by classroom supervising teachers revealed that TAPE students rated significantly higher on 15 of 42 items and higher on 18 of the remaining 27 items. The profile of TAPE students based on responses from supervising teachers was one of students better prepared in operational areas.

Informal evaluations are also used. TAPE students evaluate each instructor and the program at the end of each semester. Further, the instructional team members periodically use the observation cycle to obtain feedback on their teaching. Students also provided feedback and evaluation in advisee group meetings. Finally, participating public school personnel also provide feedback and evaluation of the program.

Recommendations for others planning a similar type program would be:

1. All personnel must determine, establish, and agree on the philosophical basis upon which the program is built;

2. There should be a close and harmonious working relationship between the university and the public schools involved;
3. The university faculty involved must be willing, philosophically and in reality, to work together as a team. This may mean in many cases that staff development, such as University Level Individually Guided Education workshops, should be provided;
4. There must be some commitment of support from administrative personnel of both the college and the public schools;
5. Time and personnel should be provided for program development and planning; and,
6. A research and evaluation base must be established.

APPENDIX A

TAPE I
SCHEDULE

EDCI 4350 & 3340
Field-Based

Date	Subject	Area	Grade	Type of Lesson
Story-telling Plan Due	Introduction -Objectives -Reading Process -Communication -SQ_3R -Classroom Management Systems	Reading/ Science	-	-
Sept. 19-20 DSTA/LEA Plan Due	-Pre Reading/ Readiness Tests -Storytelling -Observing	Reading Science	Role Play K-1	- Continuation
Sept. 26-27 Structured Lang. Plan Due	-DSTA/LEA -Picture Books	Reading/ Children's Literature	K-1	T-R
Sept. 28-29	-Using No.	Science	2	T-R
Oct. 3-4 DLTA Plan Due	-Structured Language/ Poetry	Reading/C.L.	K-1	T-R
Oct. 4-5	-Inferring	Science	5	T-R
Oct. 4-5	-DLTA	Reading	1-2	T-R

Date	Subject	Area	Grade	Type of Lesson
Oct. 12-13	-Measuring	Science	6	T-R
Oct. 17-18	-Phonics Test	Reading	3	Continuation Lesson
Oct. 19-20 Phonics Plan Due	-Classifying	Science	3	T-R
Oct. 24-25	-Skills Grouping Phonics Lesson	Reading	4	Continuation
Oct. 31- Nov. 4 DRTA Plan Due	-Informal Reading Inventory	Reading	4	Continuation
Nov. 7-8 DRA (DRAT) Plan Due	-Skills Grouping/ DRTA	Reading/ C.L.	4	Continuation
Nov. 14-15	-DRA (DRAT) Cloze	Reading/ C.L.	5-6	T-R
Nov. 21-22	-Wrap Up Approaches	Reading/ C.L.	-	-
Nov. 28-29	-Review	Reading/ C.L.	-	-
Dec. 5-6	-Final Exam	Reading/ C.L.	-	-

TAPE II - Tentative Schedule for the Fall Semester, 1977

Dates	School	Teaching Focus	Gr.	Other
8/29-9/2	Wester			
9/6	Southeast			
9/7	Wright			Cross Number plan due
9/8	Wright			Listening plan due
9/9	F. E.			F.E. = Field Experience
9/12	Wester	Cross-Number	2	
9/13	Wester	Listening	1	Geoplanes lesson plan due
9/14	Southeast	Cross Number	2-3	Creative Writing plan due
9/15	Southeast	Listening	1-2-3	
9/16	F. E.			
9/19	Wright	Geoplanes (Cont.)	4-5-6	Cont. = Continuation Lesson
9/20	Wright	Geoplanes "	4-5-6	Pre-number plan due
9/21	Wester	Creative Writing (Cont)	4	Interpreting data plan due
9/22	Wester	Creative Writing "	4	
9/23	F. E.			
9/26	Southeast	Prenumber Act.	K-1	
9/27	Southeast	Interpreting data	4-5-6	What's My Rule? plan due
9/28	Wright	Prenumber Act.	K-1	Map Skills plan due
9/29	Wright	Interpreting data	4-5-6	
9/30	F. E.			
10/3	Wester	What's My Rule?	3	
10/4	Wester	Map Skills	5	Number Machines plan due
10/5	Southeast	What's My Rule?	2-3-4	Nature of Language plan due
10/6	Southeast	Map Skills	4-5	
10/7	F. E.			
10/10	Wright	Number Machines	2-3-4	
10/11	Wright	Nature of Language	5-6	
10/12	Wester	Number Machines	2	
10/13	Wester	Nature of Language	6	Language Arts Files due
10/14	F. E.			

10/17-18 Southeast	11/7-8 Southeast	11/28-29 Southeast
10/19-21 F.E.	11/9-11 F.E.	11/29-12/2 F.E. (12/2 is last day in classroom)
10/24-25 Wright	11/14-15 Wright	12/5-6 Wright (Exams)
10/26-27 F.E.	11/16-18 F.E.	12/7-10 T.B.A.
10/28 T.S.T.A.	11/21-22 Wester	
10/31-11/1 Wester	11/23 T.B.A.	
11/2-4 F.E.		

APPENDIX B

INTERVIEWS

Of the students who were enrolled in both TAPE I-12 and TAPE II, seventeen did their student teaching in the spring semester of 1976. Of these, eleven were personally interviewed. The following is the result of these interviews.

Item 1. Do you think TAPE I and TAPE II helped you in preparation for student teaching? The responses to this question were all very positive--responses varied from definitely to immensely. All interviewees gave a positive "yes" response.

Item 2. In what ways did these programs help in your preparation for student teaching?

"It prepared me not to be nervous in front of a class--I was more at ease. It gave me experience in working with children."

"I was able to work with all different age children. I knew different levels; I had planned for different levels, had done lesson plans, and had shared ideas with others."

"I had a poor student teaching situation. If I had not had the TAPES I would not know this, but I was not scared of the children. I knew how to do lesson plans, do bulletin boards--I was ready to go."

"They helped me in just about every way--provided experience in getting up in front of the class, taking over, etc; removed the fear, and gave me a background in communication--knowing what to expect."

"I felt by the time I got to student teaching that I didn't need to student teach. I got started in student teaching right away and I was not afraid. I felt more able to handle myself and the situations, naturally."

"The TAPE programs really got us ready with structured lessons. There is no better way to learn than through experience."

"Thinking about student teaching had scared me to death. I had never been in a classroom in a position of authority. The TAPE programs give beginning experiences under somebody's wing. You start working with small groups and in teams. The atmosphere is great--if you make a mistake; it's okay and you learn from your mistakes."

"I was very glad that I went through the two TAPE programs which prepared me for student teaching. I was not nervous--I knew what to expect and had no major problems. I was confident and not surprised since I had realistic expectations of the children."

"I thoroughly enjoyed the TAPE programs which were great. We need more sections so more students can get in."

"Without TAPE I and TAPE II I would not be half as prepared. The actual experience of being in the classroom; actually working with kids, rather than being lectured on how to work with children, was very valuable. The preparation of behavioral objectives and lesson plans was also most valuable. I wish the program were mandatory."

"The best thing I ever heard of--the TAPE programs--I am completely sold on them. The quality of the instruction was great. I wish all others could have the experience of learning by doing. My supervising teacher said I was the most knowledgeable student teacher she had ever had."

Item 3. What experiences were most valuable to you in the field-based programs:

"Working with the children--we worked in small groups and, therefore, had more freedom. The professors gave us valuable ideas in class."

"Teaching in small groups and being in the classroom three days a week. We worked with reading groups, did a poetry file in TAPE I and conducted reading evaluations."

"Working with small groups of children and then the follow-up sessions with the feedback were most valuable."

"Actually working with all grade levels plus the requirements of doing learning centers, bulletin boards, and the like, which we can use later, and actually doing science experiments like the children would do them."

"We were able to be with the children--making lesson plans, we griped about them, but now we think they were valuable experiences."

"Being with different types of children and with teachers--just the actual experience."

"Each professor had something to offer--Crowder and Criscoe were just the best!"

"Actually working with children, and having to cope with their problems, learning to keep their attention, having to adjust--one day a lesson at one school and then the lesson at the other school--learning the differences in cultures and where the children are--these programs

actually gave experiences with children. We fell in love with the children. I personally had not been sure that I wanted to teach--I had just changed my major from being a business major."

"The range--kindergarten through grade six and dealing with different cultural ethnic groups."

"Actually seeing our lesson plans working or not working; the different effect. It was different from role playing; children are needed, because college students in role playing lose enthusiasm. The team teaching was valuable--the controlled teaching situations--just being in the classroom environment was very important."

"Actually being in the classroom and teaching the lesson. The time element--three hours per day, five days a week kept you into what you were doing--like it is when you are in the classroom full time. Changing partners was good also--sharing the experiences and the feedback sessions. It was good to learn not to stereotype children as to grade levels."

"Learning to apply behavioral objectives--we were not always told what to do next but were allowed to discover that individuals are different."

Item 4. Which experiences were of least value?

"Lesson planning."

"The textbooks which we rarely used. The Children's Literature text was good. There was too much outside reading."

"The questions over the texts in language arts and social studies seemed like busy work. We had 20 questions on each chapter. The answer to each question might cover as much as two pages."

"Maybe the science experiments which taught us how to do the experiments, but not how to teach science. They were perfect situations rather than realistic ones."

"Some lectures in TAPE I were boring for the first few weeks."

"Really no experiences were negative. The questioning techniques were pushed in TAPE II--using the matrix rather than listening to the tape; was not as valuable."

"The quizzes--we had to memorize for them and there was no retention of this memorization. We made A's--I made A's--but I don't recall the information. Not all the tests were that way."

"One course that I got little out of was 3320. I have a question--where did my grades come from? We got a separate grade in each course, not the same grade. The worksheets in language arts and social studies--well, there was much writing in these and mostly we just copied from the books."

"The classroom instruction--I got more out of actual teaching in the classroom, but there was a lack of time for depth instruction."

"We needed more practical information from our professors, like the first day in a classroom--some ways to see a first day and more time on things of importance. Some of the written work and the worry about grades--I wish we could have put more time in planning; maybe we should have this pass/fail."

"We worked with small groups of children and never got to see those groups again; I would like to have gone back to have continuation. I liked the continuation lessons in which we kept all kinds of records, but we needed to follow through."

Item 5. What experiences (or knowledge) do you think you either missed or received an insufficient amount of?

"More emphasis on how to set up a classroom; we rushed through some things, it was too fast and too furious; we needed more discussion."

"Mathematics techniques other than Cuisennaire rods, more geography and social studies; we needed more information on what to teach--chalk board handwriting, manuscript handwriting, AV operation."

"I can't think of any."

"We covered so much; we had the lectures plus the chance to work with children."

"We received no knowledge of media operation."

"Each class was different; there is no way to ever have enough experience--we didn't have enough experience in teaching English, the basics like sentence structure."

"I will have to do research on subjects before teaching them."

"Parent-teacher conferences; audio-visual techniques; alternatives; classroom etiquette. Educational Psychology deals too much with the past and not enough with the real how to do it!"

"Observe more of other teachers and more science subject matter."

Item 6. Do you think the field-based experience required more time and/or effort? If so, was it worth it?

There was a unanimous agreement that more time/effort was required, but an equal voicing that it was more than worth it since it was realistic, had a purpose, and was not busy work.

Item 7. Were the field-based programs more expensive in terms of transportation and/or materials?

Most respondents thought that transportation was probably somewhat more expensive, but worth it, and that materials, while possibly were more expensive, were more practical in the sense that they were usable for student teaching and beyond.

Item 8. Would you opt for TAPE I and TAPE II if you could choose again?

Uniformly, the response was "yes," and "definitely, yes."

Item 9. Would you recommend it to others?

Again, the responses were so positive! Most students said, " Yes, I do--I have; everyone should have the opportunity; there is a need for more sections."

Item 10. How could TAPE I be improved?

Most respondents had few specific suggestions. The attitude was reflected by, "We evaluated TAPE I-II with our instructors and, I think, our suggestions have since been incorporated in the program."

Item 11. How could TAPE II be improved?

"It was smoother than TAPE I (the original section) and we had more feedback time after teaching our small group sessions; the elementary teachers need more orientation in just what TAPE II students should do; we had different levels of experience--some got more out of it."

"We were able to get to know each other--we were our own little family in the TAPE sections."

"Omit the worksheets in TAPE II--but I do recognize the need to cover the material in some way."

"Science may have been slighted--we spent more time on math. A three hour lecture is much too long; maybe we should have three members on a team instead of two; we need more in science and social studies and more coordination."

"Could we spend half the semester in one classroom and half the semester in another classroom?"

Item 12. Any final comments?

"Well, I'm looking for a job and I feel really ready. I really felt good about student teaching and enjoyed the field-based experiences."

"I felt the other section of TAPE II did not have as good an experience as we did--no one ever visited them."

"I got to see all the subjects which gives a realistic view of a full school day. I think everybody should be able to go through the TAPE programs."

"The educational methods courses are often considered useless, but the TAPE programs make them real."

"I feel a need for TAPE III to take care of student teaching situations. I had to observe for 2 weeks when I was assigned to student teaching. Someone needs to explain the field-based programs to supervising teachers."

"I am very glad that I had the field-based programs."

"Direct experience is the best way to learn. I also did the readings and had the tests. I enjoyed the field-based programs and we were able to get to know each other in our section."

"The whole program was good and I am glad I was in the TAPE programs. I hope more professors will get interested--I appreciate the teachers I had and I have a very high opinion of TAPE I and TAPE II."

"It was all great over all. I did learning centers, bulletin boards, planned units, did lesson planning and the science questioning process approach, through which I learned to be flexible. There was quite a difference between the two schools of my field-based program. At the same grade level there was much difference, and flexible planning was quite necessary. I was glad I was in the whole program; I'm very excited about it--I learned how to handle myself and children. We need to expand the program so more students can have the opportunity to participate. For two weeks I took over the class; I substituted, and I felt confident. I think we do have a need for a different pattern--as a four quarter system instead of a semester system."

"We need to stress to elementary freshmen and sophomores to get their general courses out of the way because the TAPE programs take a lot of time."

"The grading system--in TAPE II I had no idea of my grades until the final, since we had no test before; was it based on the book? The student teams need to rotate more frequently; team members got different grades while the teams did the same work."

"It's the most fantastic thing I've ever done--I can't see how anyone can be as well prepared as someone coming out of the field-based program."

"Either have more sections or a fairer way to get into the TAPE programs."